

NewsLinks

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CELEBRATING 30 YEARS OF INTERNATIONAL EDUCATION IN SHENZHEN

Shekou International School (SIS) in Shenzhen, China, has long been at the forefront of international education for expatriate children in the region. From the humble beginnings of a school created in 1998 out of necessity to provide education to the foreign staff of four oil companies (CACT, Arco, Philips and

Amoco), SIS has grown from an enrollment of four to close to 1000 students, representing almost 40 different countries and employing 145 world-class faculty and staff from 15 different countries.

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NATIONAL DISTINGUISHED PRINCIPALS 2018

Congratulations to Tim Messick and John Smithies

Tim Messick, elementary principal of the American School of The Hague (ASH), The Netherlands, was selected as one of two international school educators for the 2018 National Distinguished Principals Award. **John Smithies**, elementary principal of The American School of Bombay in India, was selected as the second International School educator.

The U.S. based National Association of Elementary School Principals established the program in 1984 to recognize and celebrate elementary and middle level

principals in the United States, who set high standards for instruction, student achievement, character, and climate for the students, families and staff in their learning communities.

From the beginning of the Award program, two outstanding principals have also been selected from



Tim Messick

international schools that are assisted by the Office of Overseas Schools of the United States Department of State. Messick was nominated



John Smithies

Bachelor's degree, and a graduate of the University of Oregon where he earned a Master's Degree. Mr. Messick has served as the Elementary

Principal at the American School of The Hague since 2007. He previously held the position Lower School Director by the Head of School at the American School of The Hague, Richard Spradling, and selected from among several nominees.

Mr. Messick is a graduate of the Concordia University where he earned a

Principal at the American School of The Hague since 2007. He previously held the position Lower School Director

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Leading Educational Nonprofits Form "Critical Friendship"

AAIE moves its central office to ISS Princeton

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The ISS Mission

As the nonprofit leader in global education, ISS provides comprehensive, customized, student-centered services to schools and educators that exemplify best practices, catalyze innovation, foster collaboration, and connect educators around the world. We are committed to creating and supporting world-class schools across the globe that educate students to be thoughtful, imaginative leaders and promote global understanding.

International Schools Services is a private nonprofit organization founded in 1955. For more than 55 years, ISS has been dedicated to supplying international schools with everything they need to provide their students with a world-class education. Headquartered in Princeton, New Jersey, USA, ISS offers only the best in staff recruitment, job placement, school supplies and other services that help position your school for success.

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NEW POWER

By Liz Duffy

ISS President

This summer, the ISS senior staff read *New Power* by Jeremy Heimans and Henry Timms. The book is an extension of a 2014 *Harvard Business Review* article that they wrote and that we used to shape part of ISS's 2016 strategic plan, namely our goal to foster co-created communities among ISS educators, those who use our services, and other interested international school educators.

Heimans is a lifelong activist and the co-founder and CEO of Purpose, which builds and supports social movements around the world, and Timms is the president and CEO of the 92nd Street Y in NYC and the co-founder of #GivingTuesday, which has become an international day of philanthropy.

The major thesis of their book is that people now want to be co-creators and co-producers of products, services and experiences rather than merely consumers of them. Such a transformation has been made possible by Web 2.0 and other social tools and platforms and will continue to evolve both as the technology become more developed (think virtual reality, augmented reality and blockchains) and as we become more sophisticated and discerning users of them.

While Heimans and Timms are clearly advocates for the potential and importance of new power, they are by no means Pollyannas. In particular, they recognize both that old power is still appropriate in many circumstances and that new power can be used for both good and bad purposes.

Probably the most extensive use of New Power at ISS can be seen in the vibrant #issedu and @issedu communities on Twitter, Instagram and Facebook. Using those social tools, teachers at ISS schools across the globe and at other international schools are connecting to share what they are doing in their classrooms, pose questions to other teachers and educators, and point each other to helpful resources of all sorts. Participants also often share tips and insights about living overseas, developing a career at international schools, and raising third culture children.

For me, following #issedu has been a fun and easy way to keep abreast of some of what is going on at our schools and other international schools. It's striking that I now know more about what is happening in classrooms thousands of miles away

than I sometimes did of teachers across campus at the school I led, because for some teachers who post frequently on Instagram or Twitter (I'm not a Facebook user), I get to "visit" their classrooms daily and regularly see their students' work. I myself use Twitter to repost articles that I think might be of use to school leaders and teachers not only from educational sources, but also from other sites that I follow, including design thinking, management, sustainability, diversity and international relations sources—all interests of mine that I have found often have relevance to education.

Some popular #issedu Twitter hashtags are featured below. I encourage any of you who would like to not only follow #issedu, but also to use the hashtag on your own posts. You don't have to work at an ISS

school to be part of the community; you merely have to be interested in international education and if you want to post, willing to open your classroom door and share with colleagues across the world what you are doing.

In addition to our regular social media feeds, we also periodically host webinars and Twitter chats to encourage further dialogue and collaboration. Earlier this month, we ran our first Twitter Chat of the year focused on sharing our dreams, and better supporting other educators around the world. On November 7, we will host the second chat on contemporary learning spaces. I hope to see many of you online and thank you in advance for embracing new power and helping to co-create a vibrant community of international educators.

On October 10, we hosted an #issedu #twitterchat and asked our community about hopes and dreams for the upcoming school year. Here's a snapshot of the popular words and hashtags generated from the event.

Popular Words:



Popular Hashtags:



CO-CREATE AUTHENTIC CHANGE

By Luke Meinen

LEVEL 5 Coordinator, Riffa Views International School, Bahrain

We were recently given the opportunity to create a second LEVEL 5 at Riffa Views International School in Bahrain. For those not familiar with LEVEL 5, it's an innovative space that hosts events for students, educators and the wider community (www.thelevel5.org).

After reflecting on the development of our first location at Shekou International School, we realised how integral the community had been to each



stage of development. Even though our engagement process had been largely informal, the volunteers emerged from everywhere to assist with the design, fit-out and operation of LEVEL 5.

So for round 2, we decided to intentionally formalise a co-creation process for the development

of our facility in Bahrain. We knew that by engaging the community in a true co-creation experience, we'd spark action, engender support and unearth new ideas.

1. Clarify scope

Knowing who to include in your co-creation exercise requires clarity of intent and empathy for those involved. It's important to not only have the right mix of



skills and experience but to also ensure the team is representative of the larger community.

For LEVEL 5 Bahrain, we engaged PK12 educators for their pedagogical expertise, parents for their links to the wider community and students for their creative spirit and out-of-the-box thinking.

2. Craft a call to action

Once you've identified your scope, you need to create a call to action that's tailored to each specific sub-group. For example, messaging that might engage parents could potentially have an adverse impact on student participation. Spend



time thinking about "why" each different audience would want to be involved and then craft a short and compelling elevator pitch for each. No-one wants to read a wall of text.

Oh, and when trying to engage students, don't try too hard.

3. Unleash your collective capacity

Face-to-face events are a great way to kick-start co-creation and rapidly build relationships.

For LEVEL 5 Bahrain, we hosted a series of events targeting students, teachers and parents. Using design thinking as a framework, we assisted participants in generating and pitching ideas for the design of the space.



Strategies that we found useful included:

- Interviewing others about their "Dreams and Grips" to garner empathy;
- Uncovering new possibilities by developing and asking How Might We? Questions;

- Synthesizing our ideas via Affinity Diagrams;
- Developing STAR proposals to assist participants with generating and pitching comprehensive proposals;
- Leveraging Futures Wheels to determine potential impact

We were also cognisant to activate social media during these events to ensure the wider community could engage in the co-creation process.

4. Synthesize the wisdom

Once your event(s) is completed, set aside time to pour through the solutions, challenges, and ideas that have been generated. Use affinity diagrams to group similar ideas and then discuss findings with your core team to ensure there is a collective understanding.

Don't hesitate to reach back out to individuals to clarify suggestions and discuss further. This is a simple way to show you're continuing to value their



input through the co-creation process. Finally document everything for ongoing reference. You can never have too many pics.

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LEADING EDUCATIONAL NONPROFITS FORM “CRITICAL FRIENDSHIP”

AAIE moves its central office to ISS Princeton Headquarters, strengthening long-time relationship and shared goal to further international education worldwide

The Association for the Advancement of International Education (AAIE) and International Schools Services (ISS) forged a tighter relationship at the start of the 2018–19 academic year, when AAIE relocated its central office to the ISS headquarters in Princeton, New Jersey. In addition to shared space, ISS will provide business office and logistical support to AAIE as part of the arrangement, and AAIE’s Mark Ulfers will provide programmatic support to ISS.

“We are both important organizations within the international school community,” says Mark Ulfers, Executive Director of AAIE. “This critical friendship will allow our independent organizations to work together more closely to improve and grow international education. The fact that we can use space at ISS and leverage their technology and accounting infrastructure means AAIE can then redirect some of its limited resources

to place more emphasis on our people and programs.”

Over the past two years, ISS has formed several formal collaborations with different organizations as part of its strategic plan to create meaningful partners to better serve the international school community. Liz Duffy, President of ISS, initially approached Ulfers with the idea of an AAIE and ISS collaboration. “At ISS, it’s all about Win-Win-Win arrangements,” says Duffy. “We win; the other organization wins; and most important, the international

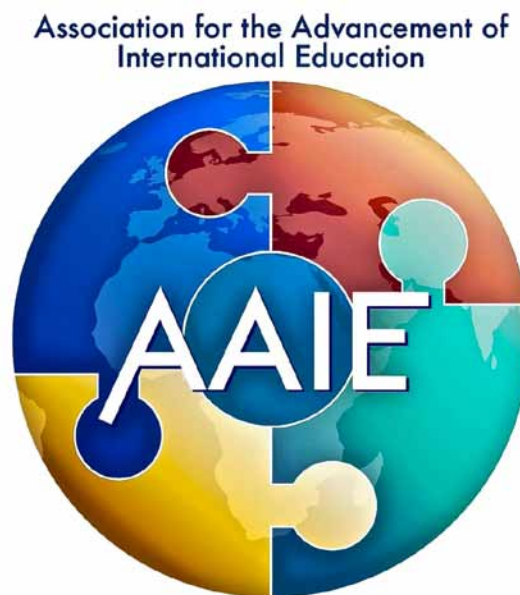
community wins. To truly be a great collaboration, all three must exist. The critical friendship between ISS and AAIE has the potential to do really great things for international educators and the students they serve.”

Looking ahead, both organizations have exciting plans for the upcoming year. AAIE is creating its full lineup of learning events, including its flagship Annual International Leadership Conference and Expo 2019, which will be held in San Francisco, CA. In addition to its full suite of services for international

schools, ISS is preparing for the launch of ISS-Schrole Advantage, a revolutionary change in global recruitment for educators and schools. ISS-Schrole Advantage will feature reimagined technology, enhanced job fairs, and a major expansion in the number of recruiting schools and job-seeking candidates.

AAIE’s Mark Ulfers sums up the collaboration with ISS thoughtfully, “In many ways, the behavior of ISS and AAIE is consistent with what we strive for in our schools: more collaborative leadership.”

Both organizations are excited for this novel relationship and expect to learn from each other. ISS and AAIE will continue to be separate organizations, focused on their individual nonprofit missions, and will find ways to work together for the betterment of the international community. **For more information contact info@iss.edu or mark@aaie.org.**



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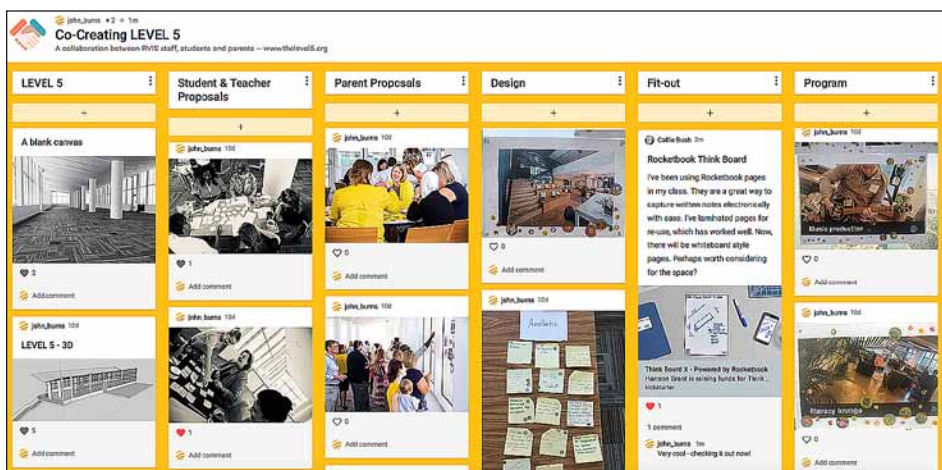
Learn more at iss.edu/job-fairs



CO-CREATE AUTHENTIC CHANGE

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5. Remain transparent



Post event, share a synthesis with stakeholders and invite them to be part of a continuing feedback loop. You can also use social media platforms to share ideas further afield with industry, experts and others in your PLN.

We used this Padlet to showcase the ideas generated and engaged a wider audience on Twitter through a variety of hashtags (#agilespaces #issedu #edreform #designthinking #designsprint #makered). This continued to bring in a range of valuable ideas from people all over the world.

justineejellybeanee lots of column options for you to explore-strip them back to the structural core which is probably much more slender? Or paint them in whiteboard paint? Or mount LED screens on them? Look forward to seeing your design ideas!



Pieter Verduijn @pieter_verduijn 28m
I personally think #woodworking is essential to an #makerspace. Wood is great building #material and the #students love working with it. Give them a #scrollsaw and the party is complete.



dukelyer I was at a place where the covered columns with Mirrors... opened the space right up.

Jeff Vardy @jeffvardy 54m
Replying to @JohnBurns @TheLevel5
Looks like lots of potential buddy. Plenty of natural light.

travellingdeon Build stand up work benches and/or charging spaces around them?

Even though we're still in the early stages of developing LEVEL 5 Bahrain, the value of engaging in co-creation has been undeniable. There's a palpable sense of excitement in the community, and our workspace has become a constant buzz of visitors, volunteers, new ideas and big picture thinking. The conversation continues online too.

Ultimately, co-creation has significantly altered our design process, helped us better understand the community we serve, and fundamentally impacted our final product, for the better.

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CELEBRATING 30 YEARS OF INTERNATIONAL EDUCATION IN SHENZHEN

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The ownership and management of SIS was handed over to International School Services (ISS) in 2004, a recognized service provider for schools overseas, headquartered in Princeton, New Jersey. Today ISS remains involved in many aspects of SIS school life. Through providing the latest in instructional materials, assisting in the hiring of top tier teachers, enabling the most current staff development, and guiding the growth of the schools' expansive facilities ISS ensures that the quality of learning experiences is unmatched in the Shenzhen area.

Set on two campuses in an area of China known for its innovation and vibrancy, SIS provides students with a rigorous education in a caring and nurturing community, inspiring each student to become a principled, innovative contributor in an ever-changing and transforming world. SIS students participate in a variety

of program enrichment opportunities beyond the classroom, allowing them to become the best representatives of the school as they enter renowned universities and achieve success in a wide array of contexts.

This year, as SIS celebrates 30 years of offering quality international education in Shenzhen to expatriate students, the city of Shenzhen also celebrates 40 years of growth from a small fishing village to an international metropolis with an economy equivalent to that of Hong Kong. Shenzhen is currently at the forefront of China's economic growth, with its goal to become a sustainable global innovative city by 2035. With this unique partnership between SIS and its host city Shenzhen, and with the continued growth of both entities, the future of education in the region looks very promising.



CONGRATULATIONS TO TIM MESSICK AND JOHN SMITHIES

(continued from page 1)

at Providence Day School in Charlotte, North Carolina. He also served as an Associate Principal at the Hong Kong International School in Hong Kong, was the Director of St. Paul's in Wenatchee, Washington, and was the Vice Principal and taught at Life! Lutheran in Eugene, Oregon. He also serves as an Adjunct Professor teaching graduate level courses for the College of New Jersey at their Bangkok campus.

Mr. Messick has many notable accomplishments. Tim advocated for the learning support program at ASH resulting in an expanded program and a self-contained elementary class for students with severe needs. During his tenure, a new campus for the Early Childhood part of the elementary school was created. Tim works at both campuses, going back and forth with ease. Messick purposefully refers to both campuses as "the Elementary School", sharing the same communication with both campuses, alternating staff and parent meetings on both campuses. Tim's tagline for this? "Two campuses, one school." Messick also worked with his staff on the cultural shift from "me" to "we" resulting in a student centered focus. This shift helped to forward a number

of initiatives which helped produce an increase in standardized testing results across all curriculum areas.

Mr. Smithies is a graduate of the Tasmanian State Institute of Technology where he earned a Bachelor of Education. He earned his Master of Education degree from Deakin University in Victoria, Australia. Mr. Smithies taught Physical Education and Primary Science in George Town and Sydney, Australia. He was the computer Coordinator at a school in Tasmania and then served as the computer coordinator

"Principals create the necessary conditions for providing students with the well-rounded education that they need," said Dr. L. Earl Franks, CAE, NAESP's executive director.

at the American Community School in Cobham, United Kingdom and at the American School of London (ASL) in the United Kingdom. From 2002 to 2013, John was the Lower School Assistant Principal at ASL. Mr. Smithies has been the elementary school principal at the American School of Bombay since 2013.

Mr. Smithies has many notable accomplishments. He spearheaded the

drive towards inclusionary practices and adaptations of programs to better serve a neurodiverse student population. As one person said of John, "...some of my most memorable conversations with John have been concerning his dedication and commitment to supporting those children ...whose challenges may have meant they were excluded from being accepted at other international schools." He also worked with his staff to create a strong alignment of practice on the elementary campus with focus, as John says, "As educators, what practices do we align across our campus to set our students up for learning success every single day?" Smithies has also emphasized curricular decision making based on the school's mission with a focus on building on talents, interests and passions within the context of a standards based program.

In October, two days of activities were held in Washington, DC to honor and bring well-deserved recognition to the elementary and middle-level educators chosen by the states, the District of Columbia, and private and overseas schools.

Criteria for selection of the principals require that the honorees are active principals of schools where programs are designed to meet the academic and social needs of all students and where there are firmly established community ties with parents and local business organizations.

The U.S. Department of State Office of Overseas Schools supports 196 overseas schools around the world. The Office of Overseas Schools maintains close ties with the metropolitan Washington, D.C.-based National Association of Elementary School Principals and its 20,000 members worldwide.

ISS ANNIVERSARIES

The core of ISS' success has always been its employees. To recognize their contributions, ISS honors its employees for every five years of service. Each employee receives an award brochure and selects an award of their choice.

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LISA LUPICO

Compliance Coordinator/
GRT Coordinator
10 years
(November 2008)

MATT SAUTTER

ERP Specialist
10 years
(December 2008)

JANINE FECHTER

New Media Manager
10 years
(December 2008)

Also congratulations to Vicki Merlo on her upcoming 35 year anniversary.

See full article on p14.



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AMERICAN EMBASSY SCHOOL- NEW DELHI, INDIA

Ylva Kovacs, Director of Admissions

Ylva, a Swedish national, was working at the Singapore American School for nearly 20 years in various departments, of which the last 10 years was as an Admissions officer. She has experience across the school in supporting families with their transitions, and is passionate about education, compassionate with people, and a life-long learner. She holds a Bachelor of Science degree in Early Childhood Education from Wheelock College, Boston. Ylva is accompanied by her son, Jonas (Grade 11).

Anthea Clifton Middle School Principal

Anthea comes to AES with 21 years of experience. Before moving to Delhi, she was serving as the Middle School Vice Principal at the Jakarta Intercultural School. She also taught Science/Health at JIS. Her prior overseas experience includes teaching in Sekolah Cita Buana and South Australia. Anthea has a BED degree in Science, Social Studies and PE from University of South Australia. She also has double Masters; Master of Education from the University of New England and Master of Arts from Deakin University. Anthea is accompanied by her husband, Wayne Kelsey, who will be teaching high school social sciences.

MIKE LIVINGSTON IS THE NEW SCHOOL DIRECTOR OF YANGON INTERNATIONAL SCHOOL

Yangon International School is pleased to announce the appointment of **Mike Livingston** as the school Director beginning in July 2019. Mike holds a Bachelor of Education from the



Mike Livingston

University of Regina, a Masters Degree in Education Leadership from Michigan State University, and is currently working on a Doctorate of Education in Kindergarten to Grade 12 Leadership at the University of Calgary.

Mike comes to YIS with 26 years of international school experience. His teaching background includes experience in elementary, middle and high school classes. Mike has served for the past eleven years as a school leader, most recently at Shekou International School in Shenzhen, China where he is currently the Secondary School Principal. Accompanying Mike to Yangon will be his wife, Gaylene Livingston, who is an elementary librarian and classroom teacher. Mike and Gaylene have one daughter, Alejandra, who will begin her university studies in the fall of 2019.

JANE THOMPSON HEADS THE AMERICAN SCHOOL OF PARIS

Jane Thompson is the Head of School of the American School of Paris (ASP) as of July 1. With 15 years of international school leadership, she comes to ASP from the Istanbul International Community School in Turkey. She is also a member of the



Jane Thompson

Board of Governors of the Educational Collaborative of International Schools (ECIS).

In announcing her appointment in May 2017, the school's Board of Trustees stated, "Jane Thompson is a passionate educator who gives students voice in their own education and ownership over their learning. Her experience, strong leadership capabilities, and future-focused, student-centered approach to education complement ASP's mission to prepare students to achieve academic and personal excellence and to thrive in a global society."

"I am inspired by the chance to lead an organization, already outstanding in so many measures, toward a future that redefines the concept of what it means to be an exceptional school," says Thompson.

Prior to her time in Istanbul, Thompson headed the British International School in Budapest.

INTERNATIONAL SCHOOL OF BELGRADE WELCOMES NEW PRINCIPALS

The International School of Belgrade welcomed a new Lower School Principal in August, 2018—**Warren Bowers** has joined the Lower School at ISB. Warren has international experience as a classroom teacher in Cambodia and Singapore, and as a primary principal in Vietnam and Indonesia. His secondary schooling was carried out in New Zealand and the United States and he holds an undergraduate degree from Auckland University and a Master of Educational Leadership from Deakin University, Australia. All of these experiences have given him a broad base for professional practice.




Warren Bowers

In August 2018, ISB also welcomed the new Upper School Principal, **Kristine Greenlaw**. Prior to joining ISB, Kristine held the position of Secondary Vice-Principal of the International School of Tanganyika in Tanzania. In over 17 years of her experience as an international educator, she served as the DP Coordinator and the Head of Science at The German European School as well as The Canadian International School, both based in Singapore. Kristine obtained her Bachelor's degree in Education from the Queen's University in Kingston, Canada, and her Master's degree from the University of Calgary, Canada. She has been certified by the Ontario Principal's Council and the Ontario College of Teachers.



Kristine Greenlaw



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REVIEWING THE REFEREE

Why We Treat Teachers Differently to Students When it Comes to Assessments

By Rob Graham
Managing Director, Schrole Group

"How is it possible that every teacher in your system is in the top 10% of all teachers in all categories?"

This is the question many principals, heads of school and HR staff asked us about the numerical referencing system in the Schrole recruitment software. They were right. It appeared that more than 80% of our teachers sat in the top 10% of all teachers. Clearly, impossible. The problem lay with our old systems. But it wasn't just us. The more we looked, the more we realized it was a common issue with the ranking approach used by most recruiting companies. When we looked at the data, we also noticed a pattern based on the nationality of the reviewer, further undermining the reliability of the traditional rankings.

American educators tended to give higher ratings, British reviewers generally

gave the lowest ratings, and Canadian, Australian and other referees were usually in between. So, the ratings in many cases reflected the nationality of the reviewer more than the qualifications and strengths of the candidates.

When ISS and Schrole joined forces to provide combined recruitment services, we wanted to help schools recruit teachers who would transform students' lives. To do that we needed to come up with a way of identifying these transformative teachers. We had a vision for an innovative and evolving software platform that helped schools choose the best teachers. But how do you achieve this when all the simple reference ratings end up skewing teachers into the top 10%?

When researching how we should change, we started thinking about how students

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TOP TEN TIPS FOR LANDING AN INTERNATIONAL SCHOOL TEACHING POSITION

By Chris Beingessner, Middle School Deputy Principal, Singapore American School and
Lauren Mehrbach, Middle School Principal, Singapore American School

With international school hiring season just around the corner, many teachers are dusting off their resumes and shining their webcams to prepare for securing their next adventure. There are some things that you can do to stand out among other candidates (and, maybe more importantly, some things you should NOT do in order to avoid disappointment). Below are our top ten tips for landing your dream international school job.

Getting the Interview

1. The resume. Save it as a PDF, do not send a Word doc! Sending a PDF will make sure that your painstakingly completed formatting stays and your edits don't show. You don't want the interviewer to be able to go back and see that you changed your ideal position sought to match a school's opening. Name your resume something other than

Resume, preferably with your last name evident. Seriously, there are 16 downloads on my desktop with file names like *resume2017*. Don't go over two pages—prioritize what is most important and recent. Include your references' contact information in the resume. Making the recruiter hunt down phone numbers and emails later is adding a hurdle to your candidacy. If you don't share your references from the start, the recruiter can create all sorts of stories about why they are missing. Is she sneakily applying for jobs and her current employer doesn't know? Did he break contract and doesn't want me to know?

2. The cover letter. Include a brief introduction with some highlights of your resume. Share how you stay current and contribute to the profession through PD, research, blogs, conference presentations,

professional journal writing or involvement with professional organizations. You want recruiters to see that you're committed to continuing to learn and grow as an educator. Have friends or colleagues proofread your cover letter. You don't want a grammatical error or spelling mistake to give the recruiter a reason to discount you.

3. Be selective. Only apply for jobs you're truly interested in and mostly qualified for. A reasonable "step up" application is great, but don't waste people's time with a resume that isn't even close to a good match. And think about it, would you want to work at a school that would hire people that aren't qualified with recent, relevant experience? We've had people with no math education experience apply for math jobs - it's a waste of everybody's time and leaves a sour taste in the

(continued on page 15)



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operates independent, not-for-profit, co-ed day schools for students from Nursery through Grade 12. There are over 1600 students from more than 60 countries enrolled in our two schools in Shanghai. The majority of our teachers come from the United States, Canada, Australia, the United Kingdom, New Zealand and South Africa. All of our campuses are purpose-built and include state-of-art facilities. All campuses are authorized to offer the IB Primary Years Programme (PYP), IB Middle Years Programme (MYP) and IB Diploma Programme (IBDP) and are accredited by the Western Association of Schools and Colleges (WASC).

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REVIEWING THE REFEREE

Why We Treat Teachers Differently to Students When it Comes to Assessments

(continued from page 10)

are assessed in schools. We realized that the answer lay in developing rubrics to help better understand teacher performance. Once we settled on this, we found that many educational systems had adopted similar types of rubrics to help develop teacher standards.

We set up a range of standards from developing to lead. This was to recognize that all teachers are at different stages in their careers and that it is ok for teachers to be developing in some areas, proficient or accomplished in others. We also recognized that it would be very hard for someone to be a lead in all areas. What we wanted to do was use these references to present a true picture of the strengths of each candidate and their opportunities for growth. We also wanted to assist schools in hiring teachers who had skills that complemented the abilities of their current teachers.

What does this mean for the school leaders who are completing our ReferenceRubrics? It is a paradigm shift. It is no longer a case of

making everyone a 10. What we ask educators to do is to think carefully about every teacher's skills. Do they truly deserve a lead in all areas? Or does their teaching in some areas more closely resemble the accomplished or proficient descriptions in the ReferenceRubric?

We are excited about how our innovative new system will assist the school in identifying transformative teachers and those who fit the needs of each school. We are also excited for how it can be used by schools to continue to develop the teachers they have hired. We can only be successful with this new system with the help of those who are completing the ReferenceRubric. Educators will be familiar with rubrics when assessing students. We are asking that all educators apply the same consistent criteria to our new ReferenceRubrics.

Once we all get used to really applying the defined standards, we can only get better at using good quality data to make those all-important hiring decisions.



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A DIRECTOR IS BORN: FORMER ASM STUDENT WINS FILM FESTIVAL PRIZE

By Emma Harper

Public Relations, American School of Milan

Awards season has come early this year for a recent American School of Milan (ASM) graduate. It was announced earlier this month that Seoyeon Kim's film, *The Blind Date*, won the Audience Award and was nominated for the Grand Jury Award at the 2018 European Student Film Festival. Kim, who graduated from ASM in 2018 and is currently attending Durham University, directed the seven-minute film as part of her coursework in IB Film at ASM, which currently has the only in-house IB Film program in Italy.

The short film addresses issues that teenagers in particular grapple with on a daily basis: friendship, dating, and social media. "I'm an avid viewer of Korean dramas, which usually involve romantic relationships of some sort, and they inspired me to create a love triangle between the three characters of the film: Suzy, Chan, and Joon," Kim says.

In the film, Suzy meets Chan on a blind date, which she later recounts dreamily to her friend Joon. Suzy and Chan begin dating, but the relationship soon becomes more about Instagram likes than a genuine connection.

"Social media addiction is a major social problem among the younger generation these days. I based the dysfunctionality of Suzy and Chan's relationship around this, as the intended audience—millennials—are people privy to such actions," she says.

"Moreover, I wanted to show the audience that they should appreciate the love that your close family and friends are giving to you," she continues, "and never forget them over the new people you meet." In the end, Suzy breaks up with Chan because he doesn't remember her birthday, whereas her old friend Joon greets her that evening with a cake to celebrate.

"We did not attend the festival this

year but were invited to submit one entry to the competition, so I opted for *The Blind Date* because of its overall professional quality and the reception it had received amongst peers," explains ASM's IB Film teacher, Paul Rickwood.

"Seoyeon decided to focus on something contemporary and place this story within a style and context she knew well. The world of social media and potential repercussions for relationships is familiar territory for most teenagers but placing this in a Korean setting with its own cultural associations and issues added another layer of interest. The film holds up very well and is testament to a great deal of hard work, technical awareness, and a developed sense of film language."

Kim's seven-minute film was her Higher Level IB submission in the principle role of director. "I really enjoyed being the director of a film because I never got the chance until this point. I had distinct ideas and images of the film in mind which I wanted to make in my own style," she says. And she got that chance thanks to ASM's in-house IB film course, the only one available in Milan—and Italy—at present.

"Students have access to professional filming equipment, a lighting studio, and industry standard editing software. In short, they have the tools to produce high-quality work and the chance to familiarize and grow in a range of disciplines," Rickwood says. The IB Film course is



Seoyeon Kim

a demanding one but it incorporates various strands of learning beyond production and analysis to include the examination of cultural, historical, political, socioeconomic and other contexts from around the world. The students are also able to shape their learning according to their personal interests.

"ASM also offers middle school and high school 'intro to film' courses, including a more advanced

elective in grade 10 to develop student understanding of scriptwriting, cinematography, and post-production effects," he adds.

Kim originally decided to take IB Film because she was interested in media more generally, but she didn't have any direct experience with film. "At first everything was unfamiliar to me. But my classmates were always

so enthusiastic in every class, and this actually made me attracted to the world of film, so much so that I enjoyed film as much as they did. Mr. Rickwood and my film classmates continuously motivated me to work hard and to love the subject. Without them, I wouldn't have completed the course this successfully," she says.

"Like Seoyeon, many students take the IB Film course with no aspirations to enter the film or television industries but do have interests in technology, media, journalism, game design, and other fields that closely tie into it," Rickford says. "There is an opportunity to develop transferable skills that will serve [them] well moving forward into higher education and the sectors they are interested in. Companies around the world seem to be calling out for the same things: internationally-minded collaborators, creatives, and tech-savvy individuals. The collective bread and butter of the IB Film course."

You can watch *The Blind Date* here: <https://youtu.be/2MGm9Vq6-Os>

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AN INTERVIEW WITH VICKI MERLO

In July 2019, Vicki Merlo will celebrate her 35th Anniversary with ISS. Our Marketing and Communications team recently asked Vicki some questions about all of the changes she's seen.

How did you get started in this career?

I graduated college in December 1983 and was looking for a job. Two of my neighbors, Stella Taylor and Hilda Szmuto, worked for ISS at the time and needed help in the Purchasing department. I was initially hired as a temp and I quickly realized I loved working here. I got to know what ISS was all about and I believed in its mission. I stayed because I loved the work and feel I am doing something worthwhile to help overseas schools. Plus, it's such a great work environment and great people.

How did you typically process an order back then compared to what you do today?

There were no computers when I started, so everything was done manually by hand or on a typewriter. For purchase orders, we would receive hard copies sent from the schools by courier. We had a cover letter drafted for our suppliers and we would type information for each order, making copies using a mimeograph machine

or carbon paper. We would keep a copy of the cover letter and purchase order for our records, and mail the originals to the vendor. Eventually the copier became the norm for making copies. We would spend days preparing orders for mailing and creating folders for our files. When vendor invoices arrived, we had to make around eight copies, because we needed copies for our files, for accounting, and four to five copies for shipping documents that were sent to the freight forwarder and the school. There were mounds of paper in our department.

Our operating systems have gone through several iterations since I started. When we finally became computerized, it was the AS/400 and we had one computer for the whole department at first. After the AS/400, we upgraded to an Oracle system, and finally, now, to NAV.

Today everything is electronic and we are completely paperless. Orders get emailed and are acknowledged almost immediately. Back when I started it took about two weeks for us



ISS Purchasing Department, Fall 1986

to receive an acknowledgement card in the mail, which we attached to our orders and requested to have returned.

When I started we had just gotten a fax machine and were amazed that we could send a piece of paper through this machine and a copy would come out in another location. It was how we communicated with our warehouse.

In 1983 the warehouse would hand write on a sheet of paper all the receipts that they logged in that day. At the end of the day, or the next morning, they would fax that sheet to us. Part of my job was to manually write up every receipt as individual "warehouse tickets" (we had special pads made for this purpose) so that we could attach each warehouse ticket to the appropriate order. Special hand-written notes were made in the files to keep track of order status.

When it was time to ship, we would go through every folder for every order and physically pull documents to add to our shipment. The warehouse tickets would all be in a pile and the pertinent receipt information from each warehouse ticket was typed on a shipment list. We would partner up and double-check that we typed the list correctly—one person would check the list while the other read the receipt information from the warehouse tickets. The totals from the vendor invoices would also have to be manually added using an adding machine (twice to verify accuracy). For a large shipment, this whole process could sometimes take up to a week.

Now the warehouse logs in freight directly into NAV and our account reps

can see what's arrived in real time. With NAV, most of the work is already compiled in the computer ahead of shipping. Depending on the size of the shipment, preparation can take anywhere from a half hour up to a day, unless there are special paperwork requirements, which may take a little longer.


How many different schools have you worked with through the years? Are there any standout stories?

At one point, I know we were handling around 200 schools. I honestly can't say how many schools we've handled since I started. Some have left our service and come back a few years later. Some schools have closed; many more have opened. There have been hundreds of schools that we've handled over the years.

We've ordered lots of items over the years, but the ones I remember are the ones with great stories behind them. One that always stands out for me is the time we had to order a school van for a school in Taipei. It had to be driven into the container and it was a close fit. The only person who was thin enough to be able to get out was Art Flowers (who later became our warehouse manager for several years). As thin as he was, the only way he could get out of the van was to crawl out the window, climb off the top of the van and slide himself out of the container.

There was another order I'll never forget. One of our schools had ordered frogs, but we thought they were preserved frogs for dissection. Instead we received LIVE frogs. Our warehouse manager (Don Kramer at the time) called

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TOP TEN TIPS FOR LANDING AN INTERNATIONAL SCHOOL TEACHING POSITION

(continued from page 10)

recruiter's mouth if you ever do want to apply for a position that is a better fit.

Nailing the Interview

4. Know what you believe in. Be clear about your educational guiding principles, what you use to inform the moves you make in your classroom and guide conversations with kids and interactions with colleagues and parents. If your philosophy and the school's aren't a good match, better to let that be known upfront and not get the job, than to fake it and be miserable once you arrive in your new country.

5. Prepare. Anyone can regurgitate theory, or, conversely, talk about what they did that was cool, but recruiters are looking for someone who can take theory and turn it into action! Give specific examples of the amazing work you do in your classroom AND tie it back to the theory that informs it.

6. Prepare more. You can't anticipate specific questions, but you can anticipate themes. Find five or six examples from your experience that you think highlight your skills in a variety of areas like differentiation, establishing relationships, assessment, etc. Know the details of those examples, and what they say about theory and your approach to teaching. Practice! If you have a few things you really want the interviewer to know,

make sure you've said those phrases out loud a few times so you aren't stumbling for words when you are nervous.

7. The one-way video interview. Yes, it's a thing. It's awkward. And more schools are using it, so get used to the idea. You'll get an email prompting you to record your responses to a handful of questions. We use it to sift a candidate pool from a dozen who seem to be a good fit, to a final few who will get an in-person interview. Honesty really plays well in these settings—if you feel awkward, mention it! Calling it out will actually calm you down. If you're given two minutes for an answer, be sure your answer isn't less than one. If you can't talk about something educational for the time allowed, it will appear you don't have the depth of experience and knowledge to draw from. You'll have a bit of time to plan for each answer, so make quick notes and refer to them. Be sure you are answering the question asked. Don't leave anything on the table or unsaid—the video may be your only opportunity to impress.

8. Skype: The new job fair. Since a lot of international school interviews no longer take place in the calm, common confines of a hotel room, a new variable has been added: setting. Choose the location for your Skype carefully. You don't want anything in the background to distract the recruiter

from what you're saying or to raise any questions unrelated to you as an educator. Elevate the laptop so it's at eye level. You don't want the recruiter to look up your nose the entire time. Be sure the background is clear and not distracting. We've seen it all in the background: dirty clothes, half-finished renovation projects, naked dressmaking mannequins, distracting artwork. If you talk with your hands, be sure to keep them down (the elevated laptop will help with this) or they will appear to be massive if they pop up between you and the laptop. Center yourself on the laptop. Adjust the lighting, adding a lamp if you are hiding out in your dark basement. And make sure that your house is quiet—while your kids are adorable, having them run into the interview in their pajamas won't help you focus on the task at hand. If it happens, acknowledge it and try to refocus. Establish ahead of time what you'll do if the internet (yours or the recruiter's) isn't working properly. Send your phone number to the recruiter just in case. Also, be ready five minutes early, and don't lose your mind if the recruiter is five minutes late. School administrators have unpredictable days, and you don't know what might have popped up to delay them. Sending multiple Skype text messages while an administrator is trying to get a distraught teen out of their office won't make them get to you any faster.

9. Do your homework. Read as much as you can about the school in advance, including checking out their social media presence. Make relevant references to things you learned and themes you noticed from your research during the interview. Be specific if you want to compliment the school's reputation or programs, as generalities can come off as manipulatively insincere. The interviewers likely know about their school's strengths and shortcomings and are looking to hire you to help them get better. Highlight those skills you bring that you think they might need.

10. Ask good questions. Having no questions for the recruiter is a red flag. Prepare a few questions that aren't about salary or benefits. Maybe focus on the school culture, how new teachers are brought into the fold, or challenges the school is facing. Don't get too far into the weeds; you can always seek out more specifics if you're offered a position. Having the recruiter explain the structure of the timetable may be interesting to you, but isn't relevant if you're not going to be offered the job. You can dig into specifics more with a current teacher or administrator after you have your contract in front of you.

Good luck with your search and have fun in the process!

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Colin Herrington, G12 Student



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MEET THE ISS SENIOR LEADERSHIP EXECUTIVES

Every ISS school start-up or management project is assigned a specific ISS Senior Leadership Executive (SLE), who guides the entire project, coaches the head of school, and advises the board. SLEs are experienced former heads of school with extensive knowledge of school governance, teaching and learning, recruitment, accreditation, marketing, finances, and facilities. These are all key functions essential to the development of well-respected, sustainable international schools that achieve growing enrollments, strong student outcomes, healthy teacher retention, and positive financial bottom lines.

PAUL JOHNSON

Paul has served as Senior Leadership Executive overseeing ISS school start-up or re-opening in four different countries. His extensive experience includes 42 years in education—37 of those working internationally. Paul has taught in three countries, and served in school leadership/administrative positions in eight countries. He has his Doctorate in Educational Administration and a Head of School Certification, his Masters in International Human Services Administration and Principal Certification, and a Bachelors in Education and Teaching Certification. Paul also brings significant accreditation experience to ISS, having conducted accreditation visits for MSA and CIS at seven schools, and accreditation self-study for WASC and MSA for four schools. He has also conducted board training for ISS in several countries, helping boards and their school administrators improve their relationship and overall effectiveness.

BRUCE McWILLIAMS

Bruce recently retired as Executive Vice President at ISS and has a proven track record developing and opening new schools. He has been an overseas teacher, principal and school head for more than 30 years. He has over 20 years of experience in the Middle East, having founded Riffa Views International School in Bahrain, overseen the development The King Abdullah University of Science and Technology in Saudi Arabia, and the Vision International School in Qatar. He is the co-author of the ISS Handbook

for Establishing New Overseas Schools and recipient of the European Council of International Schools' Promotion of International Education award. Bruce has a master's degree from The College of New Jersey.

KURT NORDNESS

Kurt received his doctorate in educational policy and administration from the University of Minnesota, his M.Ed. in educational psychology from the University of Oklahoma, and his B.S. in teaching from the University of Wisconsin-Platteville. He has worked at both U.S. and international schools and most recently has served as the head of school at two international schools in China and Bahrain. He has taught graduate courses in teaching and learning. As the co-director of a U.S. Department of Education research study, he examined inclusive educational practices in schools. He also served on the Board of Trustees of the Association of China and Mongolia International Schools. Kurt currently lives in Minnesota and enjoys time with family including travel with his wife Ann.

STEPHEN PLISINSKI

Stephen is a seasoned international professional with over 40 years of experience as a teacher, principal and head of school in nine countries on four continents. He holds a Bachelor's Degree in Secondary Education, a Master's Degree in Elementary Education and a Master of Business Administration Degree. Steve was recognized as Coach of the Year by the Grand Bahama Amateur Basketball Association, received Recognition for Service to the Community by the Addis Ababa City Administration, and was cited by the Bahamian Ministry of Education for Outstanding Teaching. Steve's wife, Susan, also an international educator, taught at every grade level from PK through 12th.

ROBERT STEARNS

Graduating with an Honours B.Sc. in Biology, Robert began his career as an agricultural researcher studying animal diseases. His drive to share his passion for science and discovery ultimately led him from the laboratory to the classroom. After earning his B.Ed. at Queen's University in Ontario,

(continued on page 17)

AN INTERVIEW WITH VICKI MERLO

(continued from page 14)



the office in a panic, screaming that there were frogs jumping all over the warehouse! Our warehouse was in Windsor, NJ at the time, so one of our staff members drove over to the warehouse, gathered up all the frogs, brought them back to our office and set them free in the creek next to our building. We saved some lives that day...

What is the most enjoyable aspect of your job?

I love the feeling when a shipment leaves; I always feel a sense of accomplishment when a school's orders are on their way to their destination. Also, I really enjoy when I have to dig into something to research it. Whether it's freight issues, a shipping process, or figuring out a procedure, I really enjoy doing the "detective" work and coming up with a solution.

What advice would you give to someone who is ordering school supplies for the first time?

International shipping has its challenges, so don't be afraid to ask questions; no question is a dumb question. Check on the receiving country's import requirements, because it's better to know up front if there are items that have restrictions or license requirements for import so there are no surprises when it's time to ship. Also, plan ahead. A timeline for ordering needs to be established by working backwards. When do you need the goods on site? How long does customs clearance normally take? From there we can determine when the goods need to arrive at the port, transit time, time allowed for consolidation of goods at ISS from the vendors, and finally, when the orders are needed to be emailed to ISS to begin processing.

Anything else you want to share?

One thing that has never changed in all the years I've been here is the dedication of the ISS staff. People here really do take pride in what they do and I think that's why so many people have worked here for many years.

MEET THE ISS SENIOR LEADERSHIP EXECUTIVES

(continued from page 16)

he taught high school biology and chemistry in that province for 25 years. Moving to international schools in 2000, Robert became involved with school administration, major school renovation, and construction projects. Now, with over 40 years teaching, leading and building schools in Ontario, Europe and Asia, Robert is thrilled to be able to offer his assistance as a Senior Leadership Executive with ISS schools in China. Robert shares his life with Yvonne, an impassioned, dedicated early childhood educator in Canada, Germany and Hong Kong. Both enjoy working on the eco-sustainable home they built for themselves in a small Ontario town and spending their free time biking and canoeing in the Canadian countryside.

LORY THIESSEN

Lory became Senior Leadership Executive, ISS Southeast Asia, in August 2017. Lory received her Master's degree in Education Administration from the University of Hawaii, and her B.Ed. and B.A. from the University of Saskatchewan. Lory taught in Canada for 10 years, with five of those years in administration. She has been an administrator for all of her 26 years in International Schools in seven different countries. Most recently, Lory served as Director of Schools in Sumatra, Indonesia and Atyrau, Kazakhstan. Lory and her husband Norm Flach are excited about Lory's new position supervising ISS schools in Southeast Asia. They will be living in their home in Thailand.

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Contact:

Dr. Michael Cyrus, Director
mcyrus@ncpachina.org



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At SIS since grade 6, Anna has narrowed down her long list of university acceptances and is heading off to the **University of Pennsylvania**.



Meet Michelle
Seoul National University is in Michelle's future. Good luck to Michelle who has been at SIS since grade 5.



Meet Jaro
Jaro applied to just one school, **NYU's Stern School of Business**. Jaro, who has been at SIS since grade 6, received early decision.


Learn more about these and other seniors and how SIS has helped them reach their goals. Visit www.SIS-Shekou.org or call **2669 3669**.



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Ambatovy International School is searching for one Early Elementary (either PreK/K or Gr1/2) Teacher for the 2019-2020 school year.

If you have experience at these grade levels and are interested, please contact:

Brad McClain, Head of School: AIS@ambatovy.mg

Keith Cincotta, ISS Senior Leadership Executive: kcincotta@iss.edu

Ambatovy International School

AmbatovyIS

AIS
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The International School of Dongguan is an ISS managed school in southern China, conveniently located between the international hubs of Guangzhou and Hong Kong. The school provides a collaborative professional environment for pioneering educators who are passionate about creating an innovative 21st century program. ISD has established a strong supportive culture of learners and distributed leaders who strive for excellence by applying a continual improvement model. ISD is a member of both ACAMIS and EARCOS, is authorized to deliver the IB Diploma Program and is accredited by the Western Association of Schools and Colleges.

Positions anticipated 2019-2020

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- SS English Teacher, IBDP
- SS Counselor/College Advisor

Administrative Positions:

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Each ISD educator has a profound impact on the lives of their students and the school community. We are seeking passionate, qualified and experienced teachers interested in being part of a dynamic setting with substantial opportunities for making their mark. Please forward your resume and current references to Dr. Kelly Kramer, Director. (kellykramer@i-s-d.org).



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[View Our Schools](#)



Ambatovy International School

- 📍 Toamasina, Madagascar
- ✓ Middle States Association of Colleges and Schools

Founded in 2011 as an ISS-managed school, Ambatovy International School (AIS) is located in a rural area on the east coast of Madagascar, where it serves children of the sponsoring Ambatovy mining enterprise composed of three companies (Canadian, Japanese, and Korean). AIS capitalizes on both the multi-cultural as well as the intimate nature of its learning community. Within a supportive and inspiring environment, AIS equips students Pre-K to Grade 12 to contribute to the global society. The school's supportive and inspiring community empowers students to maximize their potential for success. Despite its modest enrollment, AIS provides a remarkably rich academic program supplemented by extracurricular activities.

American English Academy (AEA)

- 📍 Sofia, Bulgaria
- ✓ Accreditation International / Middle States Association
- 🌐 <http://www.aeasofia.com/>

AEA was founded in 1992 to serve the international community in Sofia. Originally a school following a religious curriculum, it now provides a US common core and Advanced Placement program. The school serves a population from over 30 nationalities along with a significant number of host country nationals. AEA is unique in offering a dual-strand program offering both US and Bulgarian curricula, and seeks to prepare students for post-secondary education both within Bulgaria and internationally. It is located on a new, purpose-build campus between Sofia and the mountains. The school is characterized for its caring and supportive community, and the academic success of its students. While not a new school, it is now an ISS managed school undergoing a significant, yet exciting transition.



Cayman International School

- 📍 Grand Cayman, Cayman Islands
- ✓ Middle States Association of Colleges and Schools
- 🌐 <http://www.caymaninternationalschool.org/>

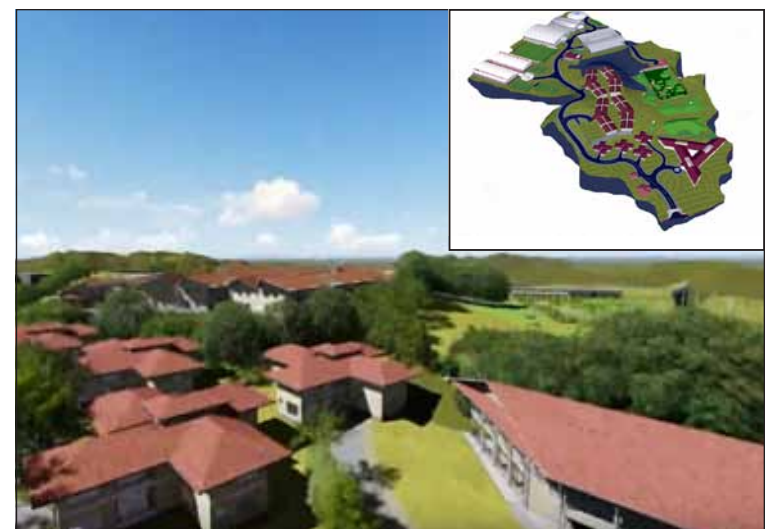
Cayman International School (CIS), purchased by ISS in 2002, serves Nursery to Grade 12 students from more than 30 nationalities. Cayman International School students achieve academic and personal excellence and prepare for higher education within an international environment that inspires learning, character and service. The thirteen-acre campus, including swimming pool, gymnasium, tennis courts, first-rate athletic field, arts venues and state of the art technology, is the finest in the Caribbean. Students in the CIS community are engaged in an exceptional educational experience that prepares them to be 21st century learners, encourages creativity, promotes problem-solving, inspires innovation and instills integrity. CIS is an IB World School, inspiring students to be active contributing members in a global society and advocates for positive social change.



Corvus American Academy Opening September 2019

- 📍 Maharashtra, India
- 🌐 <https://corvusamericanacademy.com/>

Corvus American Academy, located on the outskirts of Mumbai, is a modern, state-of-the-art educational institution, established with the mission to impart world-class, holistic education and sports skill development for boys and girls from grades 6 to 12. The first-of-its-kind academic program and sport facilities are designed to create the conducive environment needed for the nurturing of Scholar Athletes. With an equal focus on academics and sports, Corvus provides a U.S. accredited academic curriculum taught by international educators, professional level coaching and access to unrivalled facilities for academics, boarding and seven sports (soccer, basketball, tennis, golf, squash, swimming and cricket). The Corvus American Academy not only prepares Scholar Athletes to excel in the sport of their choice but also prepares them to win the ultimate competition of life



Dalian American International School

📍 Dalian, Liaoning, China

✓ Council of International Schools, Western Association of Schools and Colleges, and the National Center for School Curriculum and Textbook Development (China Government)

🌐 <http://www.daischina.org/>

Since its founding in 2006, Dalian American International School (DAIS) has grown to include students from over 25 nationalities. DAIS provides challenging, collaborative and responsive experiences that engage learners in developing intellect and character. At DAIS, every learner achieves personal excellence and contributes to the global community. In this resource-rich learning environment, all students are afforded the very best in academic and co-curricular programming. These ingredients ensure that DAIS provides challenging, collaborative, and responsive experiences for all learners—students and teachers alike. In 2010, DAIS launched an exciting new high school division, the Huamei Academy, which serves Chinese national students on the same campus in a boarding environment.



Dostyk American International School

📍 Atyrau, Kazakhstan

✓ Middle States Association of Colleges and Schools

🌐 <http://www.daiskz.com/>

Dostyk American International School (DAIS) is a small but vibrant Pre-K to Grade 8 school in western Kazakhstan, serving Chevron families posted to Tengizchevroil in Atyrau, Kazakhstan. With a small student-to-teacher ratio and in partnership with parents, the school motivates and inspires students to become well rounded, lifelong learners and positive contributors to a global society. DAIS provides an enriched American curriculum with a global perspective. The school's teachers are creative and flexible professionals who work hard to provide an enriched learning environment, where technology is leveraged to enhance student learning and develop problem solving skills. The school facility is modern, resource-filled, and technologically advanced.



Independent Schools Riau

📍 Pekanbaru, Riau, Indonesia

✓ Western Association of Schools and Colleges

🌐 <http://rumbai.isriau.org/>

Independent Schools Riau (ISR) is located in the province of Riau in Sumatra, Indonesia. ISR is a coeducational day school sponsored by Chevron Pacific Indonesia (CPI). Although founded in 1953, ISR is a fairly recent addition to the family of ISS-managed schools. ISR is a diverse community formed by a partnership of students, educators and community members. We empower every student with knowledge, skills and values to adapt and succeed academically, socially and emotionally. ISR inspires, prepares, and challenges our students to live meaningful lives and to make a positive difference as leaders and global citizens. ISR is bustling school community where students, parents, and teachers live, learn, and play together. Living in close proximity, teachers and parents partner to empower students to live meaningful lives and to make a positive difference in tomorrow's world.

International School of Aruba

✓ ISA is the only school in Aruba to be accredited by both the AdvancEd external review organization, and the Dutch Department of Education.

🌐 <http://www.isaruba.com/>

Founded in 1929, and purchased by ISS in 2004, the International School of Aruba (ISA) has a rich history on this unique and beautiful Caribbean Island. ISA is an educational leader in the region for innovation and applied learning by implementing projects such as the manufacturing of prosthetic limbs for local youth using 3D printers and restoring the reefs of Aruba with the ISA initiated "Scubble Bubbles" foundation. These projects exemplify ISA's mission for our students to impact our world by learning to apply leadership, character and community service in real life, unpredictable situations. Students transition from a Montessori approach in the Children's house to an American standards-based curriculum until they earn an accredited High School diploma using Advanced Placement classes that allow students to qualify for university credit while still in high school. Both the 2018 AdvancEd accreditation visit and the 2016 Dutch Education Worldwide Inspection commended ISA both for using current, quality educational practices, developing self-directed independent learners and for our supportive and respectful school environment.





International School of Beihai

📍 Beihai City, Guangxi, China

🌐 <http://www.bhisedu.com/contactenglish>

The International School of Beihai (ISB) is a co-educational, non-sectarian early childhood through Grade 10 school, established through a joint partnership of multinational Stora Enso and International Schools Services. It provides a quality, college preparatory educational program through an international curriculum employing highly effective teaching strategies. ISB endeavors to provide each student the opportunity to achieve his or her personal best within an international educational environment that encourages and inspires leadership, character and community service while embracing cultural diversity. ISB teachers guide inquiry-based, student-driven learning, and nurture our students to achieve their personal best. The ISB curriculum, modeled on the Primary Years Program (PYP) of the International Baccalaureate, supports students' successful transition to other international schools or back to their home country. ISB inspires its students to explore and embrace their international experience as they develop academic skills and a global perspective.

International School of Dongguan

📍 Dongguan, Guangdong Province, China

✓ Western Association of Schools and Colleges, and the National Center for School Curriculum and Textbook Development (China Government)

🌐 <http://www.i-s-d.org/>

The International School of Dongguan (ISD) is one of the most recently developed schools managed by ISS. Located in Southern China in an urban setting, ISD serves pre-K through Grade 12 students. The mission of the ISD is to provide a comprehensive and challenging academic program, and to enable students to continue their learning with the knowledge, abilities, and understanding gained from their experience living abroad. The school provides a collaborative professional environment for pioneering educators who are passionate about creating an innovative 21st century program. ISD has established a strong supportive culture of learners and distributed leaders who strive for excellence by applying a continual improvement model. ISD is authorized to deliver the International Baccalaureate Program (IB) for students in Grades 11 and 12.



Nansha College Preparatory Academy

📍 Guangzhou, Guangdong, China

✓ Western Association of Schools and Colleges

🌐 <http://www.ncpachina.org/index.php/en/>

Founded in 2012, Nansha College Preparatory Academy (NCPA) is the first comprehensive US-style secondary boarding school for Chinese nationals in Southern China. The school is a joint venture of ISS-ULink. NCPA is a learning community that empowers students to achieve academic and social excellence. NCPA offers a college preparatory program that supports students in becoming independent and collaborative learners through active observation, research, negotiation, evaluation and planning. NCPA believes success is defined by strong character based on self-discipline, responsibility, integrity and respect for differences. It combines the best elements of Chinese and Western education with the most innovative education practices of the 21st Century. NCPA has adopted the US Common Core curriculum as well as the Advanced Placement courses of College Board. The centerpiece of school's curriculum is its unique English immersion program that follows the ISS World Language Initiative (WLI).

NCIC-Immersion School

📍 Shenzhen, Guangdong, China

🌐 <http://www.ncic-immersion.org/index.php/en/>

The school is a joint venture of ISS-ULink. NCIC-Immersion provides a holistic education that balances social, emotional, academic and physical success through a challenging and progressive learner-centered program. We seek to nurture our learners to become skilled negotiators, collaborators, inquirers, and complex thinkers in a changing world. Located in Shenzhen, China, the NCIC-Immersion School is providing a Kindergarten to Grade 2 lower elementary program in its founding year. Additional grade levels will be added in subsequent years through Grade 8. NCIC-Immersion will use a standard-based curriculum, adopting the Common Core States Standards for its framework. The school promotes a dual language immersion model based on current language research and is committed to action research as part of the ISS World Language Initiative for English as an Additional Language (EAL).





Riffa Views International School

📍 Riffa, Bahrain

✓ Council of International Schools (CIS) and Middle States Association of Colleges and Schools (MSA)

🌐 <http://www.rvis.edu.bh/>

Founded in 2005, the intention behind Riffa Views International School (RVIS) has always been to ensure that Bahrain's time-honored values and traditions are blended with the best curricular practices from around the world. RVIS is a non-profit, college preparatory school committed to implementing the best educational practices from around the world, while being sensitive to local cultural values. Every student at RVIS learns the Arabic language in a manner appropriate to their heritage and background. The RVIS college preparatory program actively engages every student in academics, athletics and the fine arts. The latest in educational technology is at the fingertips of all students, at all times, in all classrooms. Riffa Views International School prides itself on being authorized by the IB organization to offer the International Baccalaureate Diploma Program.

Shekou International School

📍 Shekou-Shenzhen, China

✓ Western Association of Schools and Colleges (WASC), the IB World Organization, and the National Center for School Curriculum and Textbook Development (Chinese Government)

🌐 <http://www.sis-shekou.org/>

Through its association with ISS over the past two decades, Shekou International School (SIS) has grown from a small school to a true 'ISS School of the Future'! SIS provides a rigorous education in a caring community and inspires its students to become principled, innovative contributors in a transforming world. Key features of SIS programs are a focus on standards-based learning and reporting, cutting edge eLearning, literacy (employing the Columbia Teacher's College model), and strong learning experiences for EAL students. The Early Childhood Learning Center, Elementary School, Middle School, High School, and the Section Française programs contribute to the school's reputation as a leader in international education. A rich mix of academics, athletics, and activities, delivered by a world-class faculty, ensures maximum learning for students.



Thai Sikh International School

📍 Bangkok, Thailand

✓ Council of International Schools (CIS)

Thai Sikh International School was founded in 1985 by the Thai Sikh Foundation, a registered body under the Royal Thai Government. It is a charitable and non-profit making institution. Thai Sikh International School has a campus of 13 acres in Bangkok city. The school is accredited by the Council of International Schools (CIS). This non-profit organization is located in two locations. The elementary school is located in the heart of the city while the middle and high school campus is at eastern edge of Bangkok city on the Bangna campus. The Middle School, High School and Advanced Level Programmes are structured on the strong International Foundations of the Cambridge Syllabus; and these are further enriched by the unique Total Student Development Programme (TSDP) and Co-Curricular Activities (CCA) which transform our students into world class citizens. In order to facilitate the education and total development of the student, TSIS offers extensive sports and recreational facilities.

Yangon International School

📍 Yangon, Myanmar

✓ Western Association of Schools and Colleges

🌐 <http://www.yismyanmar.com/>

Established in 2004, Yangon International School (YIS) is an ISS-managed college preparatory school serving grades PreK-12. The school seeks to foster the development of the whole child as a participating global citizen and lifelong learner: one who is academically well prepared, socially responsible, culturally sensitive, and personally fulfilled. YIS promotes a well-rounded educational program of academics, activities, and athletics. The YIS school program is based on academic excellence, social responsibility, cultural sensitivity, and personal fulfillment. YIS offers a US standards-based curriculum with Advanced Placement courses available at the high school level. In addition, the school offers a program in local Myanmar culture and language and encourages members of the community to share national customs and traditions from around the world.





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International School of Beihai Beihai City, Guangxi, China



The International School of Beihai (ISB) is a co-educational, non-sectarian Grade 1 through 8 school, established through a joint partnership of multinational Stora Enso and International Schools Services. It provides a quality, college preparatory educational program through an international curriculum employing highly effective teaching strategies. ISB endeavors to provide each student the opportunity to achieve his or her personal best within an international educational environment that encourages and inspires leadership, character and community service while embracing cultural diversity. ISB teachers guide inquiry-based, student-driven learning, and nurture our students to achieve their personal best. The ISB curriculum, modeled on the Primary Years Program (PYP) of the International Baccalaureate, supports students' successful transition to other international schools or back to their home country. ISB inspires its students to explore and embrace their international experience as they develop academic skills and a global perspective.

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Email: colaianim@siskorea.org
Visit our website: www.siskorea.org

Seoul International School is a Pre-K-12 co-educational college preparatory school offering an American curriculum to 840 students. SIS was the first international school licensed by the Republic of Korea and is fully accredited by WASC.

We offer a rigorous academic program with an AP focus at the high school level and a robust curriculum at both the elementary and middle school levels.

The school provides faculty with modern furnished apartments within a 5 to 10 minute walk to the school as well as an excellent salary and benefits package.

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December 15, 2018**

JFKS is an equal-opportunity employer and invites all US passport-holding candidates of diverse ethnic backgrounds to apply.

Ayeyarwaddy International School




www.aismandalay.com

AIS, located in Mandalay, Myanmar, is fully accredited by WASC. We follow a US-based curriculum and serve students between the ages of 3 and 18 in a college-preparatory program. 100% of our graduates have been accepted into Western (mostly US) colleges.

We seek teachers with positive attitudes and healthy lifestyles for all grade levels.

Contact **Dr. Gary Robson**,
Head of School, at
gary.robson@ais.edu.mm

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For further inquiries contact Kathy Khan (Superintendent)
Email Address: **LAS@las.edu.pk** or **hr@las.edu.pk**
Website: **www.las.edu.pk**

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We are looking for teachers that work hard, want to be part of a team, care about their students, and enjoy their profession. Candidates are expected to have a minimum of 2 years of teaching experience, certification, be flexible, want to participate in school activities, and have a passion for teaching.

Salary/Benefits: Competitive with an excellent benefit package. **Qualifications:** 2 years teaching experience, certification, flexibility, willingness to participate in school activities, and have passion for teaching.

Dr. Ben Ploeger, Superintendent of Schools

889 Cui-Hua Road, Kaohsiung City (81354), Taiwan / Tel: (886) 7 586-3300 Fax: (886) 7 582-4536

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Contact our Head of School, Dr. Peter M. Toscano, at peter.toscano@sjajeju.kr. Find out more about the school at sjajeju.kr.

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The American School of Kuwait

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The American School of Kuwait enrolls close to 2070 students in a large PreK-12 tri-campus facility complete with 135 classrooms, first-class library/media centers, recreational areas, including an indoor pool, a fitness center, gymnasiums, and a large multipurpose auditorium. Our commitment is to provide a rigorous education, while promoting high standards in an English language preparatory school. We prepare our multi-national student population for success in the best American and world-wide universities. **The American School of Kuwait** offers a generous salary and benefits package, including furnished two or three bedroom apartments. **The American School of Kuwait** is anticipating vacancies in a number of areas for the 2019-2020 school year. Certified applicants with preference of two years teaching experience, willing to sign a two year contract, please send a resume, a current photo, letters of recommendation, credentials, and two current references to:

Rebecca Ness, Superintendent

The American School of Kuwait

P.O. Box 6735 Hawalli, Kuwait 32042

Tel: (965) 2265 5172

Fax: (965) 2265 0438

E-mail: ask@ask.edu.kw

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RAS is a Pre K-Grade 12 American School located in Rabat, Morocco. We offer a comprehensive educational program, including the IB Diploma, and a wide array of academic, athletic and artistic co-curricular activities. We welcome inspired and inspiring teachers from all backgrounds to join our world learning community here at the gateway of Africa and the Mediterranean.



Sean Goudie, Director
Rabat American School
B.P. 120, Rabat, Morocco
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